

Republic of Yemen
Alandalus University



الجمهورية اليمنية
جامعة الاندلس

Quality Assurance Unit

للعلوم والتقنية

وحدة ضمان الجودة والاعتماد

توصيف مقرر: Applied Linguistics

University of : Alandalus
Faculty of: Arts & Humanities
Department: English & Translation
Title of the Program: BA in English

Template for Course Specification

I. Course Identification and General Information:						
1	Course Title:	Applied Linguistics				
2	Course Code & Number:	3402344				
3	Credit hours:	C.H				
		Th.	Seminar	Pr	Tr.	TOTAL
		theory	Seminars, exercises..	practical	Field, training	
4	Study level/ semester at which this course is offered:	Level Three/ Semester Two				
5	Pre –requisite (if any):	None				
6	Co –requisite (if any):	None				
8	Program (s) in which the course is offered:	BA in English				
9	Language of teaching the course:	English				
10	Location of teaching the course:	Alandalus University				
11	Prepared By:	Dr. Abdullah Al-Eryani				
12	Date of Approval					

II. Course Description:

This course deals with the general theories and concepts of applied linguistics. It aims at introducing the different approaches designed for the second and foreign languages teaching and learning. Also it provides the students with detailed discussions of the other related requisites for more effective teaching and learning such as classroom management, syllabus design, the good learner, course planning, assessment and evaluation. To the end of the course, the students will be able to understand their needs

for learning a second language in a more effective way. This knowledge will be implemented by the students themselves in their practical tasks when they are involved in the process of teaching and learning a second language.

III. Intended learning outcomes (ILOs) of the course:

1. How the English language ‘works’ on different levels and in being able to describe, discuss and apply the rules of English,
2. The challenge of learning how language is structured and how it works,
3. How to demonstrate knowledge of some of the fundamental areas in the field including features of language and communication, sociolinguistics, psycholinguistics, discourse studies, etc.
4. The steps in applying all this knowledge to language course design.

(A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
A1- A brief summary of the knowledge or skill the course is intended to develop	Lectures, Class discussion, Collaborative learning/Team work, portfolio	Class participation, Quizzes, Midterms/Essay questions, Research papers, Final written exam
A2- A description of the teaching strategies to be used in the course to develop that knowledge or skill	Lectures, Class discussion, Collaborative learning/Team work, portfolio	Class participation, Quizzes, Midterms/Essay questions, Research papers, Final written exam
A3- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.	Lectures, Class discussion, Collaborative learning/Team work, portfolio	Class participation, Quizzes, Midterms/Essay questions, Research papers, Final written exam
A4- Recognize the main principles in applied linguistics and their applications	Lectures, presentations, team work, pair and group work	Quizzes, Exams and assignments

(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
B1- Ability to think critically and analytically	Lectures/teaching students how to read attentively and	Class participation, Presentations, Research papers, Midterms and

	critically	Final exams, Group assignments
B2- Ability to make sound analogies and comparisons between different schools of applied linguistics	Class discussions/teaching students to think independently and engage in group discussions	Class participation, Presentations, Research papers, Midterms and Final exams, Group assignments
B3- Ability to apply various approaches to the study of Applied Linguistics	Class discussions/teaching students to think independently and engage in group discussions	Class participation, Presentations, Research papers, Midterms and Final exams, Group assignments
B4- Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument in selected areas of Applied Linguistics and the kinds of application they involve.	Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor	Class participation, Presentations, Research papers, Midterms and Final exams, Group assignments

(C) Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
C1- Students can complete both reading and writing assignments in due time	Lectures in which students are made aware of the significance of time management	Active class participation reflects the students ability to keep up with the reading schedule
C2- Students can participate in class discussion and think critically	Discussions with students on ethical behavior in conducting research	Research papers will attest to the student's ability to fulfill assignments and respect dead lines
C3- Students can act responsibly and ethically in carrying out individual as well as group projects	Individual counseling on research projects and writing difficulties	Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information
C4- Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team	Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas	Instructor's assessment of student's performance and seriousness during individual supervision hours

(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
D1- Using his knowledge to work effectively with different people in his society	Lectures, Class discussion, Collaborative learning/Team work, portfolio	Class participation, Quizzes, Midterms/Essay questions, Research papers, Final written exam
D2- Connecting the acquired knowledge and experience in different aspect of English uses	Class discussions/teaching students to think independently and engage in group discussions	Class participation, Presentations, Research papers, Midterms and Final exams, Group assignments
D3- Reflecting his confidence in the ability of interacting through English language	Role plays, pair work and group work discussions, collaborative learning	Assessing presentations, group assignments, exams
D4- Interacting positively with his local, regional surrounding keeping in mind his Islamic bases.	Role plays, pair work and group work discussions, collaborative learning	Assessing presentations, group assignments, exams

IV. Course Content:					
A – Theoretical Aspect:					
Order	Units/Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	contact hours
1	Learners and Learning	A1, A3, B3, C2, D3	Classroom and contexts, how languages are learned, differences among learners, motivations, contextual factors, learners', teacher's and methods roles	3	9
2	The communicative classroom	A1, A4, C3, B2, D4	Communicative language ability, goal for English language classroom, comm. curriculum, comm. tasks, managing comm. class	2	6
3	Learner autonomy and learner	A2, B1, C1, D2	The good learner, autonomous learning,	2	6

	training:		learner training, etc.		
4	Teaching Methods	A1, A2, B4, D1,D4	Grammar-translation, Audio-lingual, Drilling, Communicative, suggestopedia, etc.	2	6
5	Course Design	A3, A4, B1, D3, D4	Teacher's role, contextual factors, choosing syllabus, evaluating courses, choosing a textbook, course design	3	9
Number of Weeks /and Units Per Semester				12	36

B - Practical Aspect: (if any)				
Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1	None	None	None	None
2	None	None	None	None
Number of Weeks /and Units Per Semester				

V. Teaching strategies of the course:
Lecturing, Discussion, Team work, Collaborative tasks, Presentations, Role plays, Individual counseling on research projects and writing difficulties, Class discussions/teaching students to think independently and engage in group discussions, etc.

VI. Assignments:				
No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1				
2				
3				

VII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Midterm Test	Middle of term	20	20 %	A1- A4, B1, B2
2	Participation	All along	5	5 %	D1, D2, D3, D4
3	Quizzes	All along	10	10 %	A1, B1, B3, B4
4	Home Assignments	All along	5	5 %	C1, C2, C3, C4
5	Final Test	Week 14	60	60 %	A1- A4, B1-B4

VIII. Learning Resources:

- *Written in the following order: (Author - Year of publication – Title – Edition – Place of publication – Publisher).*

1- Required Textbook(s) (maximum two).

- 1- Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford: OUP
- 2-

2- Essential References.

- 1- Cook, Guy (2003). 'Applied Linguistics' (in the series Oxford Introduction to Language Study) Oxford: Oxford University Press
- 2- Davies, A. & Elder, C. (Eds.). (2004). 'Handbook of Applied Linguistics' Malden, MA: Blackwell

3- Electronic Materials and Web Sites etc.

- 1- http://en.wikipedia.org/wiki/Applied_linguistics Societies
- 2- International Association of Applied Linguistics (<http://www.aila.info/>)

IX. Course Policies:

- 1** **Class Attendance:** Follows the program and the university general policy.

2	Tardy: Subject to the regulations of the program and the general policy of the university.
3	Exam Attendance/Punctuality: Follows the policies of the program and university.
4	Assignments & Projects: Assignments tasks and submission to be assigned by the instructor.
5	Cheating: Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.
6	Plagiarism: Such matter is ruled by the general regularities of the university and MHE.
7	Other policies: Detailed in the general policy of the program.

University of: Alandalus
 Faculty of: Arts and Humanities
 Department: English and Translation
 Title of the Program: BA in English

Template for Course Plan (Syllabus)

I. - Information about Faculty Member Responsible for the Course:							
Name of Faculty Member	Dr. Abdullah Al-Eryani	Office Hours					
Location & Telephone No.	Sana'a- 773123564	SAT	SUN	MON	TUE	WED	THU
E-mail	Abderian2002@gmail.com	2			2		

II. Course Identification and General Information:					
1-	Course Title:	Applied Linguistics			
2-	Course Number & Code:	3402344			
3-	Credit hours:	C.H			Total
		Th.	Seminar	Pr.	
		theory	Seminars, exercises..	practical	Field, training
4-	Study level/year at which this course is offered:	Level Three			
5-	Pre –requisite (if any):	None			
6-	Co –requisite (if any):	None			
7-	Program (s) in which the course is offered	BA in English			
8-	Language of teaching the course:	English			
9-	System of Study:	Full Time			

10-	Mode of delivery:	Lecturing
11-	Location of teaching the course:	Alandalus University

III. Course Description:

This course deals with the general theories and concepts of applied linguistics. It aims at introducing the different approaches designed for the second and foreign languages teaching and learning. Also it provides the students with detailed discussions of the other related requisites for more effective teaching and learning such as classroom management, syllabus design, the good learner, course planning, assessment and evaluation. To the end of the course, the students will be able to understand their needs for learning a second language in a more effective way. This knowledge will be implemented by the students themselves in their practical tasks when they are involved in the process of teaching and learning a second language.

IV. Intended learning outcomes (ILOs) of the course:

- Brief summary of the knowledge or skill the course is intended to develop:

1. How the English language ‘works’ on different levels and in being able to describe, discuss and apply the rules of English,
2. The challenge of learning how language is structured and how it works,
3. How to demonstrate knowledge of some of the fundamental areas in the field including features of language and communication, sociolinguistics, psycholinguistics, discourse studies, etc.
4. The steps in applying all this knowledge to language course design.

V. Course Content:

- Distribution of Semester Weekly Plan of Course Topics/Items and Activities.

A – Theoretical Aspect:

Order	Topics List	Week Due	Contact Hours
1	Learners and Learning	1,2,3	9
2	The communicative classroom	4,5	6
3	Learner autonomy and learner training:	6,7	6
4	Teaching Methods	8,9	6
5	Course Design	10,11,12	9
Number of Weeks /and Units Per Semester		12	36

B– Practical Aspect: (if any)			
Order	Topics List	Week Due	Contact Hours
1	None	None	None
2	None	None	None
Number of Weeks /and Units Per Semester			

VI. Teaching strategies of the course:
Lecturing, Discussion, Team work, Collaborative tasks, Presentations, Role plays, Individual counseling on research projects and writing difficulties, Class discussions/teaching students to think independently and engage in group discussions, etc.

VII. Assignments:				
No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1				
2				
3				

VIII. Schedule of Assessment Tasks for Students During the Semester:				
Assessment	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Midterm Test	Middle of term	20	20 %
2	Participation	All along	5	5 %
3	Quizzes	All along	10	10 %
4	Home Assignments	All along	5	5 %

5	Final Test	Week 14	60	60 %
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IX. Learning Resources:	
<ul style="list-style-type: none"> • Written in the following order: (Author – Year of publication – Title – Edition – Place of publication – Publisher). 	
1- Required Textbook(s) (maximum two).	
1- Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford: OUP	
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3- Electronic Materials and Web Sites etc.	
1- http://en.wikipedia.org/wiki/Applied_linguistics Societies	
2- International Association of Applied Linguistics (http://www.aila.info/)	

X. Course Policies:	
Unless otherwise stated, the normal course administration policies and rules of the Faculty of ----- apply. For the policy, see: -----	
1	Class Attendance: Follows the program and the university general policy.
2	Tardy: Subject to the regulations of the program and the general policy of the university.
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5	Cheating: Subject to the regulations and rules of the university as directed by the systems of the Ministry of Higher Education.
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